DOCUMENT RESUME

ED 166 070 SO 011 179

AUTHOR	Hall, Susan J.
TITLE	Africa in U.S. Schools, K-12: A Survey.
INSTITUTION	African-American Inst., New York, N.Y.
PUB DATE	78
NOTE	30p.; Best copy available
AVAILABLE FROM	African-American Institute, 833 United Nations Plaza, New York, New York 10017 ($4.00, paper cover)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	African Culture; African History; *Area Studies; Cognitive Measurement; Cognitive Objectives; Cross Cultural Studies; *Cultural Awareness; Data Analysis; Developing Nations; *Educational Assessment; Educational Needs; *Educational Practice; Educational Research; Educational Trends; Elementary Secondary Education; Foreign Countries; *Global Approach; Surveys; Teacher Qualifications; Textbook Evaluation
IDENTIFIERS	*Africa

ABSTRACT

The document presents findings from a study of K-12 educational programs dealing with Africa and Africans. Data were based on a survey of educators, librarians, students, and curriculum materials in California, Michigan, New Jersey, New York, North Carolina, and Wisconsin. Objectives of the study were to assess why interest in African studies was declining and to determine how the African American Institute could help educators improve African studies programs. Survey results showed that African studies is almost always presented in social studies courses, required at the pre-college level in New York and North Carolina, often taught by teachers with no preparation in African studies, viewed by many educators as irrelevant to Americans, and taught with the aid of low quality textbooks. Recommendations to improve teaching about Africa emphasize the need for educators to internationalize the curriculum, learn about international affairs at in-service workshops, and use only materials which adequately treat developing nations. Conclusions are that African studies will find a more meaningful place in the curriculum if better materials are available and if teacher education in international studies is expanded. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED166070

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AFRICA IN U.S. SCHOOLS, K-12:

A SURVEY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Water C. Carrington
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Susan J. Hall

for

The African-American Institute
833 United Nations Plaza
New York, New York 10017

SO 011 179

Copyright 1978
The African-American Institute
New York, New York

TABLE OF CONTENTS

Foreword 5

Introduction and Background 7
Purpose and Nature of Study 9

Findings of the Study 10
Part I Overview 11
Part II Observations and Implications 16

Summary of Findings 20

Recommendations 20

Conclusion 25

Appendix I—Notes on the Survey in Individual States 26

Acknowledgements 39

FOREWORD

We are living today in a world where the consequences of isolation from other nations are becoming more and more problematic. Not only do countries interact with each other in forming political alliances, but must deal with each other on economic issues, the allocation of dwindling resources, the maintenance of an increasingly fragile environment, and on many other complex issues.

It is no longer enough that only diplomats, generals and world leaders collect and use information about other lands. For, if the nations of the globe are to coexist peacefully, all citizens of spaceship earth must become knowledgeable about the religions, political systems and cultures of other nations.

In this survey, Ms. Hall has collected a vast amount of information on the extent and thoroughness with which our schools are educating students about Africa and Africans. Her findings, although disquieting, are a valuable addition to the state of knowledge about current activity in global perspectives in education. She not only surveys the state of affairs in six widely diverse and important American states, but also makes excellent suggestions for improvements in what is being taught. This booklet is an outstanding document and deserves our serious attention.

FRED G. BURKE
NEW JERSEY COMMISSIONER OF EDUCATION
AND CHAIRMAN, INTERNATIONAL EDUCATION
COMMITTEE OF THE COUNCIL OF
CHIEF STATE SCHOOL OFFICERS
November, 1978

AFRICA IN U.S. SCHOOLS, K-12: A SURVEY

INTRODUCTION AND BACKGROUND

The African-American Institute (AAI) since its founding in 1953 has been involved in programs and projects directed at informing Americans about Africa. In 1969, as a result of a study of what schools were then teaching about Africa, the School Services Division (SSD) was started under a grant from the Carnegie Corporation, specifically to aid educators in adding an African dimension to their pre-college curricula. In the past nine years, SSD has worked with numerous people involved in education: administrators, supervisors, teachers, librarians, para-professionals, parents, and students, implementing and improving African studies programs. Among other activities, the Division's staff has:

held courses, workshops and seminars at national and district meetings of professional education associations,

conducted a state-wide program to prepare teachers initiating a new African curriculum in North Carolina,

organized and participated in similar projects in school districts in other states,

developed a wide variety of educational materials for classroom use,

evaluated commercial materials and advised publishers producing new ones,

contributed articles to library, school and other professional journals.

In short, SSD has been active in all aspects of pre-college African studies.

In recent years, however, the Division's staff has noticed a precipitous decline of interest in African studies. Indeed, international studies, generally, seem to be losing ground. On one hand, enrollments for African and World Culture courses were reported as greatly reduced. (Some schools were even dropping their African programs entirely.) On the other hand, fewer materials on the continent and on other Third World areas were be-

ing published while some of the older, valuable items were being allowed to go out of print.

What is especially puzzling about this trend is that it runs counter to trends in the rest of our society: U.S. government, businesses and banks have been becoming increasingly involved in Africa and other areas of the world. Sales abroad by U.S. multi-nationals have jumped from 107 to 440 billion dollars in less than ten years, U.S. government international transactions, excluding military programs, have increased fourfold for the same period. In addition, military spending in Africa alone over the last ten years has quadrupled, with the West providing 60% of the sub-Sahara region's arms imports. Our banks have greatly increased their activities outside the country. In 1970, the five largest U.S. banks made only 20% of their profits abroad; by 1975, this percentage had doubled to 40% with Chase Manhattan in the lead showing 64% of its profits abroad. Moreover, 66% of the private bank debt owed by non-OPEC developing countries is owed to U.S. banks and some countries, like Zaire, Zambia and Kenya, are spending one out of every four dollars borrowed abroad to service their debts. This figure, it is estimated, will be one out of every two dollars by 1980. All this activity indicates that young people entering the work force will more and more find themselves in need of knowledge of other countries and other cultures to understand fully their own work. Indeed, leaders in industry and commerce are already asking that international studies be included in our youth's education and that schools place more emphasis on the learning of foreign languages.

Why then, is interest in international education, generally, and African studies, in particular, flagging in our schools? The African-American Institute set out to find some answers. As one aspect of this effort, the Institute, in conjunction with similar international organizations, sponsored a conference on international studies in the schools. The aims of this 1977 conference were to acquaint participants with one another's programs, to discuss our mutual concerns, and to explore ways in which participants could be supportive of each other's efforts. In another direction, AAI also undertook a survey to determine what is being taught about Africa in the nation's schools, K-12. This latter step flowed logically from other Institute efforts. In 1976, SSD had conducted two evaluation efforts: the Division had surveyed, by mail, educators who had used its materials to ascertain their effectiveness and it had evaluated commercial materials in use in schools. The results of the survey were encouraging with the majority of respondents noting that they and their classes had been enriched by the Division's efforts; the results of the second project were not so positive. The report, *Africa in U.S. Educational Materials*, indicates that stereotypes, distortions, and a patronizing tone still permeate most school books on Africa.*

*AAI's In-service Education Project in North Carolina had also been evaluated in 1972. The report, *Teaching About Africa in the Social Studies Curriculum*, prepared by North Carolina's educational division, concluded that the program had been "highly successful".

Prior to initiating our survey of what is being taught today about Africa we investigated what other research was being done in this area. Of the various projects we learned about, two were particularly interesting. Recently, the Council of Chief State School Officers had looked at the state's efforts in the international education field. The Council's Report, *Civic Literacy for Global Interdependence*, indicated that there are international education projects in many states. The report is, however, an overview and does not include explanations of how these projects are affecting what is being taught in schools.

A study that pointed to the possible weakness of such linkages is *Other Nations, Other People: A Survey of Student Interests and Knowledge, Attitudes and Perceptions*, conducted by Educational Testing Service (ETS) for the U.S. Office of Education. While the survey focused on a number of nations, only one African country, Egypt, appears to have been included.* What makes this more disturbing is that the fourth, eighth and twelfth graders participating in the survey seemed to know little about the country even though the study was conducted when Egypt was prominent in U.S. news headlines, i.e. during the fall 1973 Middle East War and during President Nixon's 1974 visit to Egypt. More eighth graders, for example, named Golda Meir as president of Egypt than named Anwar El-Sadat. Twelfth graders did not do all that much better. While 42% correctly identified Sadat, 27% selected Meir and 19% chose Gamal Abdul Nasser. In their discussion of these results, the authors ventured that it is "the likelihood" that "Egypt is the best known of all African countries." Given these two reports, we tentatively concluded that while state education departments may be active in the international areas, little as yet seems to have filtered into the classrooms.

PURPOSE AND NATURE OF THE STUDY

When we undertook our survey in 1977 to find out what is being taught about Africa, K-12, in U.S. schools we wanted to learn more than just why interest in this area was declining. We also wanted to know what, where and how Africa is included in the present courses children study. Using data on the present state of African studies in the schools and those gathered in our earlier survey, we hoped to measure, however impressionistically, what changes had taken place. We were, in addition, interested in knowing if there are ways in which AAI, with its unique resources, could continue to be of service to educators.

To make our study manageable, we limited our survey to African studies at the pre-college level to six states. The states selected were California, Michigan, New Jersey, New York, North Carolina and Wisconsin. In selecting these we considered a number of factors:

*The study has not yet been published; we saw only the draft ETS submitted to USOE.

We wanted states from different geographical areas with differing economic interests.

We were also concerned with varying degrees of state control over education, selecting examples of states which appeared to be highly centralized, highly decentralized, or mixtures of both tendencies.

We included, too, states with varying policies regarding courses of study, teaching requirements, text selection and graduation requirements.

We looked for states with varying ethnic, socio-economic, rural and urban differences.

We also decided on the general set of questions to which we were seeking answers:

What is being taught about Africa, to whom, within what context and with what results?

What are the needs and priorities of those concerned with the teaching of the continent?

What are the problems and prospects for African studies at the pre-college level?

If African studies were not taught, why not?

In each state we attempted to interview people knowledgeable about African studies in the schools but with varying interests in and responsibilities to the educational system. Thus, we talked to 17 state education department personnel, 9 special project directors, 71 district coordinators and consultants, 133 teachers, 5 librarians and oftentimes, parents, students, university faculty and outreach center staff and members of voluntary organizations working in the schools. We also examined syllabi, educational policies, examinations, texts, supplementary materials, school library and media center holdings, and other relevant resources.

FINDINGS OF THE STUDY

The survey findings, presented below, have been divided into two sections. The first section attempts to give an overview of African studies in all six states while the second deals with specific observations about how the continent is being taught. Only two generalizations apply in the overview to all of the states in the survey. First, the study of the continent is almost totally confined to courses in the social studies—it is only the rare art or literature course which included an African dimension. Second, Africa is almost always taught in world geography at the elementary school level. Here, however, the emphasis is on the continent's geography. It is also only one of the many world regions under consideration and, therefore, receives only cursory attention. Exceptions to these generalizations are noted later.

Part I. Overview*

A. ONLY TWO STATES, NEW YORK AND NORTH CAROLINA, IN OUR SURVEY REQUIRE THAT AFRICA BE STUDIED AT THE PRE-COLLEGE LEVEL.**

In all six states surveyed, Africa has been included in the curricula at least in some schools. Only two states, however, North Carolina and New York, require that Africa be taught; in the four other states, there are districts and schools where the continent received a lot of attention, others where it is studied minimally, if at all. New York and North Carolina have state-wide social studies programs which devote a segment of one year to the continent. In New York, it is taught for about six to eight weeks in the ninth grade; in North Carolina, for about nine weeks in the seventh. In Michigan, there is an attempt being made to add a global dimension to the present curricula at all levels in a variety of disciplines; Africa is part of this. California has generally placed Africa in Black studies or in Multi-Cultural programs but these do not operate in all districts. New Jersey and Wisconsin, and to some extent California and Michigan, have schools where Africa is taught specifically, others where its only mention is in grade school world geography programs.

Generally, African studies were brought into the curricula in the mid-to-late 1960's. In most of the six states, the initial push seems to have come from educators within the school systems who had contacts with the recently funded area studies centers or similar groups. Momentum for this developing interest was gained when Black Americans made their demands heard for the inclusion of Black studies in the schools. The convergence of these two interests, however, has occasionally led to a curious connection being made. To some, African studies are thought to be relevant only to blacks. Thus, a few teachers noted that their schools had no African studies because their student population was largely white.

There is also great variety among the states in how Africa has been fitted into the curricula. New York and North Carolina both use the area studies approach in junior high school. Schools in both states, as schools in other states, also have Black studies courses, generally electives,† in which Africa is studied as background to the black American experience. Most states also offer high school electives in World Cultures or World History; some have electives in area studies courses as well. And a few school districts have fitted African studies into their Ethnic studies, Global Perspective or Multi-Cultural programs.

---

*See Appendix 1, at the end of this report, for notes on the survey in individual states.

**These 2 states appear to be the only ones which require African studies at the pre-college level, although Pennsylvania requires World Cultures which likely includes an African unit.

†A handful of districts require Black studies; in all these cases the student population is largely black.

B. INTEREST IN ADDING A GLOBAL DIMENSION TO THE CURRICULA IS GROWING, SOMETIMES CONCOMITANTLY, WITH DECLINING INTEREST IN AFRICA OR AREA STUDIES.

From the data we gathered on these programs, area studies seem to be on the decline. Replacing them, in some cases, are Global Perspective programs which focus on concepts, issues or themes which bear on people's lives all over the world. African material is often woven into courses based on this approach. Multi-cultural programs seem stronger than area studies in California, perhaps because of that state's diverse population. Black studies, on the other hand, are alive mainly in black schools, though their funds generally decline each year. *Roots* has rekindled some interest in this area, but only one school district visited—in California—seemed able to come up with the funds needed to initiate a program based on this interest.

The picture we can put together for Ethnic studies and World Culture/History is mixed. There is still government aid for the former but interest in such programs seems to be tied to how vocal and enthusiastic particular ethnic groups are in supporting them. Related to this, also, one supervisor in North Carolina observed that where Ethnic and Black studies are linked, the latter seemed to suffer because children are more interested in contemporary affairs than in historical background. Enrollments in World Culture/History courses are declining generally, though there are schools with college-bound students where enrollments are increasing. The increase is because, as one World Culture teacher noted, "Students seem to think they can do better on college entrance exams if they take this course."

Of all the possibilities in international education, Global Education, with its primary emphasis on issues, not their geographical context, appears to be the area of greatest interest. New Jersey's Commissioner of Education has created an office for this concern. Too, the state's new guidelines for "thorough and efficient education" include generalizations that require the study of other cultures. California has set up a Global Education committee as well. Michigan has, however, moved the furthest in this direction; there the Superintendent of Public Instruction has appointed a Global Education committee whose guidelines for the state were already, last fall, in the school administrators' hands, with the guidelines' acceptance considered likely. The Superintendent has also committed substantial state monies to the funding of Global Education centers where curricula materials are being developed for all levels in the educational system. To make certain that these include a strong African component, personnel from the African Outreach Center at Michigan State University have been working closely with the state's education department.

One problem that developers of these materials, those developing multicultural materials in California, and similar curricula developers face is that of getting teachers to use their products. Most states keep the number of

theme, course or subject requirements at a minimum. Were they to promulgate a requirement for global perspectives, they would have difficulty enforcing it unless they increased their control over education's funding, and enlarged their staff, making enforcement possible. This does not even take into account the politics involved in increasing a state's power over local education agencies. In other words, those promoting global perspectives and developing materials in this area have the added task of convincing their constituents that this dimension should be added to their curricula.

C. SURVEY TECHNIQUES AND THE ANTHROPOLOGICAL APPROACH SEEM TO BE THE MOST WIDELY USED IN TEACHING ABOUT THE CONTINENT.

The focus of a particular state's, school district's or school's African studies offerings is determined by the context in which the continent is taught. Thus, area studies courses which span a school year allow a class to spend more time on the continent than, for example, Black studies courses where Africa only forms the backdrop for contemporary Afro-American affairs. The most widely used approach to Africa is the survey method; both North Carolina and New York use this in their junior high school Africa-Asia courses as do most others who teach area studies. In these cases, teachers attempt to give students a broad overview of the continent's geography, history and current situation. Secondarily, most teachers use an anthropological approach when studying African cultures, frequently developing case studies of one or a number of African peoples. Most educational materials available for area studies lend themselves to both these perspectives.

Multi-cultural, Black and Ethnic studies courses seem to stress more of a historical approach to Africa, though these, too, often include an anthropological perspective when they focus on the continent's cultures. As with area studies, the materials developed for these programs suggest these approaches.

D. THE TEXTS MORE THAN THE SYLLABI DETERMINE THE CONTENT OF COURSES ON AFRICA.

New York and North Carolina have established syllabi which set out recommended topics and generalizations about Africa which should be taught in their African-Asian courses. Most districts and schools which have African studies programs have similar documents. The consensus among most of the educators interviewed during our survey, however, was that the texts used in the various courses were more influential than the syllabi in determining the actual content of courses. Most teachers rely heavily on their textbooks for the African content of their courses. A number use with their texts magazines, supplementary books, filmstrips, etc., which are available from their school libraries, media centers or other

resource centers. North Carolina has a state-approved textbook list for Afro-Asian studies from which teachers select their books. If they do not choose items from this listing, state monies cannot be used for their purchases. (This list was being revised during 1977-78 school year.) California has a similar list of textbooks but only for the elementary grades. Other states do not promulgate such lists but some districts in New York State—New York City, for example—have established their own.

What materials are included in such lists varies from place to place. California's selection committee, besides considering content, checks carefully to make sure items comply with their non-discrimination standards. They examine books to see if minorities are well represented and if women are fairly portrayed, to name just two of their bias guidelines. In North Carolina, a state textbook selection committee appoints special subcommittees to consider books for various subjects. Thus a social studies subcommittee, composed of people with social science expertise and special interests in this area, examines the materials submitted for various grade levels in social studies. In other places, individual African studies teachers often select their own texts and supplementary materials. What seemed to be universal in our survey is that educators in all six states are paying more attention to the reading level of any materials they are considering for adoption. Even in a school in Michigan where texts are generally not the teachers' main tool—the school uses a multi-media approach to subjects—one seventh grade teacher has, this year, bought a class text because he has found that his students cannot read well enough to use the magazines or other supplementary print materials he has previously used. In adopting a text which includes reading comprehension exercises, he hopes to impart reading skills, as well as content, to his pupils. Unfortunately, what this increasing emphasis on reading level has come to mean is that it is too often replacing content considerations as a major reason for selecting particular materials.

Low reading level is perhaps the major reason why the most widely used books in junior high African studies courses are Edward R. Kolevzon's *Afro-Asian World* and Melvin Schwartz and John O'Connor's *Exploring the Non-Western World*,* two books, whose Africa sections our study of educational materials found to be both inaccurate and patronizing. North Carolina is an exception here since neither of these books has been on its approved list. However, its recommendations**—Macmillan's *Ways of Man*, Noble and Noble's *Man and His World*, Sadlier's *World Culture Communities*, and McCormick-Mather's *The Story of....* series—were also faulted in our study.

Educators who use these books are often aware of the books' shortcomings but are at a loss as to what to substitute since their students simply cannot read most books considered better. Many, in addition, cannot replace them even when they want to because their budgets are so limited they

*A detailed review of these forms Appendix 2 at the end of this report.

**These titles may change when the new listing is settled.

cannot afford to buy a new set of books. It should also be noted that many educators did not share our belief that the texts are so weak. As one teacher put it, "A book has got to be about 90% right or it would not have gotten published."

E. MOST EXAMINATIONS STUDENTS TAKE, EXCEPT FOR THOSE CONSTRUCTED FOR THE END OF A SPECIFIC AFRICAN UNIT, DO NOT INCLUDE AFRICAN STUDIES MATERIAL.

New York is the only state in our survey which has state-wide examinations for students completing high school. But questions dealing with Africa do not appear regularly on the Social Studies Regents. The state is, however, piloting a test in some districts at the end of ninth grade; this examination does include items pertaining to African studies. As yet, it is too soon to predict whether such a test will be adopted for state-wide use. In other areas where African studies are taught, teachers generally develop their own exams. Most confine their questions to the content they have taught; a very few construct their tests to identify children's attitudes toward Africans.

F. THE MAJORITY OF TEACHERS TEACHING ABOUT THE CONTINENT HAVE NO PREPARATION IN AFRICAN STUDIES.

No state or school district in our survey requires teachers to have any special qualifications for teaching about the continent. In fact, most teachers teaching about Africa or other Third World areas have little background or experience with these areas. In North Carolina, when Africa was introduced into the social studies curricula, the state education department sponsored a series of workshops throughout the state designed to prepare teachers for the new courses. SSD/AAI had a major role in this effort. Since then a few districts have done occasional in-service courses or workshops focusing on the continent. Most North Carolina social studies supervisors, however, feel their present seventh grade teachers would welcome the opportunity to learn more about the continent, especially since many of them were not involved in the program eight years ago. A few districts in other states have, in the past, also had African studies programs for their teachers. Now, however, few offer such possibilities because African studies are no longer a major concern. Where African Studies Outreach Centers exist, they are to some extent stepping into this void. This past fall, Wisconsin's center at Madison offered a course especially designed for teachers—held after school hours, off-campus at a centrally located school. Michigan State University's center was planning one for this spring. Both will have summer courses. What is discouraging, nevertheless, is that most social studies coordinators indicate that their teachers would probably not attend such workshops even if they had the opportunity. This is especially true in schools where enrollments have

fallen and teachers have been terminated. Those who remain in the system have generally fulfilled the educational requirements for their job and are now working at other jobs, during their free time, to ensure themselves a cushion in the event they, too, lose their teaching positions.

Individual teachers in all six states, however, have taken courses on their own. Few had had any Third World courses in college but when they found they would be teaching about Africa or Asia, they enrolled at nearby colleges for courses or got involved in summer educational travel programs. These, however, are a small minority of those teaching about the continent. What is particularly interesting about this minority and others who have had some exposure to the Third World is that they are the most enthusiastic about teaching these areas. This seems true even if the teacher's experience is with India and she is now teaching about Africa. In other words, our survey suggests that there is a definite correlation between willingness to teach about the Third World and an educational experience with some aspect of it.

Part II. Observations and Implications

A. EDUCATORS ARE PREOCCUPIED WITH TWO ASPECTS OF EDUCATION: CITIZENSHIP AND SKILLS.

The overriding concerns of most social studies teachers and supervisors, in fact of most educational personnel, are not international issues but issues closer to home. In other words, it is not that people have lost interest in international education or that they view the subject as unimportant. It is simply that other problems are seen as more important to students and have taken precedence. The two paramount interests among educators today are what is loosely called "citizenship" and skills development. These concerns have their roots in tests which show our children know little about how our govenment works and are, moreover, often apathetic about the country's politics plus surveys and achievement test results which show student reading levels falling.

Addressing the first problem, New York in 1976-77 inaugurated a citizenship competency exam which is administered after children complete eighth grade social studies. Questions on the test concern U.S. national issues, i.e. items related to voting in local, state or national elections, ability to read a "W-2" form, legal rights and obligations.

From the questions, it is clear that educators have defined citizenship in national terms. Success in this examination is essential for gaining a high school diploma. Because passing is so important to students it is being given as soon after eighth grade completion as possible, or in the early part of the ninth. Thus some New York educators fear that it has become a threat to the African-Asian syllabus, since preparation periods for the test often cut into time students would normally spend studying topics from the syllabus. North Carolina is giving serious consideration to a similar civics

exam but as yet what it will contain, where it will be given, and what weight it will carry have not been determined.

In these two states and others where such an examination is not so clearly on the horizon, teaching children to read and write is a priority in social studies as well as in other courses. In one district in New Jersey, for instance, the social studies coordinator was hired not because of his strong background in the social sciences but because of his experience and graduate work in teaching reading skills in a variety of disciplines. In fact, social studies is only one of three subject areas under his supervision. Time and again educators we surveyed noted that social studies teachers were expected to stress reading and writing skills in their classes. In too many cases, this has also meant that the accuracy of the courses' content—at least in African studies—has been sacrificed.

Many school districts around the country are additionally concerned with career/vocational education. The state legislature in Michigan, for example, has required that all local education authorities have comprehensive, K-12, career education plans. Courses in this area have developed in response to growing student and parental anxiety about students' employability after graduation. Law and law-related courses are also growing more popular, especially as electives, as are courses in such disciplines as psychology and sociology. All of these are vying with internationally focused courses for student enrollment and, where they have been introduced, these electives have generally proved more popular than those with an international bias.

B. AFRICAN STUDIES ARE NOT VIEWED AS RELEVANT TO AMERICANS.

Earlier in our findings, it was noted that many educators associate African studies with black Americans. They see African studies as important for Afro-Americans as part of their heritage. They do not recognize that Africans have made notable contributions to the heritage of all Americans, nor do many see that Africa today has any interest for Americans.

Variations on this theme occurred throughout the survey. One New York social studies coordinator explained that his teachers were all American studies majors in college and that they do not like teaching the Africa-Asia syllabus. "Africa wasn't considered important enough to study when they were in school; they don't see why it is any more important now," he noted. Another coordinator in this state echoed the same idea. Consequently, one of his ninth grade teachers spends the majority of the school year teaching about the Soviet Union since part of it is in Asia. His justification for this is that he is stressing the area of the syllabus which is most relevant to his pupils.

Too often, too, when Africa is seen as important for children to learn about, it is because the U.S. has economic and political interests there and not because the continent has any intrinsic value of its own. Some

teachers, therefore, include southern Africa in their studies because, as one put it, "World War III might well break out there." This attitude leads to our next observation.

C. MANY EDUCATORS, THEMSELVES, HOLD MISCONCEPTIONS AND STEREOTYPES OF AFRICA.

Too many teachers still concentrate on the exotic and atypical when they teach about the continent. In our survey, we came across more units on the San(Bushmen), films of the Masai, and current events discussions centered on President Idi Amin than on more representative people and situations. Some of this can perhaps be traced to the fact that most teachers have had no background in African studies. But even among those who do, there is often a perception of Africans as "less developed" than Americans and a tendency to teach about the various ethnic groups as if they existed in a static, remote "anthropological present". One teacher when questioned as to why she highlighted the Masai commented that her students are very interested in environmental issues and found it "quite fascinating" how the Masai used their simple environment. Then she added that her students also found the Masai's "idyllic" existence "very attractive." Masai, obviously, find aspects of their way of life "attractive," but it is questionable whether even they view it as "idyllic."

Another aspect of the problem here is the materials which both teachers and students read. To do African current events many teachers in California, New Jersey, Wisconsin and New York rely heavily on *Newsweek* and *Time* magazines, which have recently done feature stories on Uganda's Amin and Central African Empire's Bokassa. Less flamboyant heads of state do not get this type of coverage and, consequently, do not come to the attention of current events classes. So long as the inexpensive and easily available popular magazines do not treat the less than sensational items of African news, it will remain difficult for even the most sensitive educators to have access to a balanced picture of contemporary events on the continent.*

D. SOUTH AFRICA HAS BEEN EFFECTIVELY GETTING ITS MESSAGE INTO THE SCHOOLS.

South Africa Information Service materials seem to have found their way into almost every school visited in our survey. The materials, generally unsolicited, have been sent to social studies chairpeople, librarians, and media directors—free—and are often addressed to particular recipients by name. Most educators indicated they found these items one-sided but

*As a response to this need, AAI has offered to educators a special rate on its "Update" section of *Africa Report* magazine. For $5 yearly, subscribers can obtain 6 bi-monthly issues of "Update", which condenses current African news from over 200 African, American and European periodicals.

more than a few admitted to using them because they are "well done" and "free."

E. MOST MATERIALS FOR TEACHING ABOUT AFRICA ARE OF VERY POOR QUALITY.

It needs to be reiterated that the overwhelming majority of materials used to teach about Africa in our schools are inaccurate in the picture of the continent they draw and patronizing in the manner they use to present their information. Our earlier study, *Africa in U.S. Educational Materials*, pointed out their most common errors; these same problems are still repeated. Since most teachers have little or no African background, they cannot be expected to correct their texts. And if educators are right that the materials, more than the syllabi, determine what is taught, then the need for quality materials becomes even more pressing. Based on most of the materials in our schools today, we can only wonder exactly *what* our children are learning about Africa.

F. THERE IS GENERAL AGREEMENT AMONG EDUCATORS THAT AFRICAN STUDIES IN THE SCHOOLS COULD BE GREATLY IMPROVED.

Because so many teachers lack background in African studies, most educators emphasize the need for expanded opportunities for teachers to learn about the continent. About 10 years ago, there were a number of summer study projects for teachers focused on Africa. Many of these were well-funded, offering scholarships, and frequently included on-site experiences for the participants. Few such opportunities exist today. Where they do teachers continue to take advantage of them, often at considerable personal expense.

Other existing possibilities are also expensive. Tuition is rising in graduate schools all over the country. Thus, even if a teacher can find a course in a nearby school it is often quite costly. Moreover, its emphasis is likely to be on content. Consequently, while a teacher may learn a lot, he or she will have to spend a great deal of extra time translating this content into something that can be taught to children. In short, there is a need for inexpensive courses about Africa particularly tailored for elementary and secondary school teachers.

Most educators interviewed also cited that they need better student materials on Africa. Most are not satisfied with the texts and supplementary materials available. Many, including those in Multi-Cultural and Global Education centers, need, in addition, supplementary materials with more human interest and materials which take into account student interests. One book which is popular among pupils who use it but which our study found riddled with inaccuracies is Steven Marvin's *Africa;* it contains vignettes built around issues with which adolescents are concerned—grow-

ing up, coming of age, courtship. Accurate materials of this nature could certainly enliven the study of the continent.

Educators also need resources to keep themselves and their students up-to-date on current events in Africa. Few American periodicals give Africa the kind of coverage that can be used for extended, in-depth classroom discussions. Those that do are not geared to a school audience, especially one with reading problems. Teachers and students studying about the continent want to know more about current everyday life in Africa—how people view themselves, their problems, their prospects; what Africans know and think about the U.S. At present there are few sources available to schools which touch upon these issues.

SUMMARY OF FINDINGS

While African studies are often included in schools' curricula there is, obviously, no pattern among the states as to what about the continent is taught or at what grade level it is taught. In fact, the only factor we considered which seems to affect if Africa is taught is that of state-centralized control of education: in New York and North Carolina, teachers more or less adhere to the state-promulgated syllabi. In North Carolina the state also has the authority to set out a list of approved texts because it controls education funds. But these factors do not necessarily affect the quality of teaching about the continent. Most teachers in all states are not prepared in African studies and most of the texts in use are not of high quality. The result is that what is being taught about the continent may well be doing more harm than good.

In general, interest in area studies is waning. To some extent, they are being supplanted by growing interest in global education. But both these interests are overshadowed by realities that students and teachers are facing in their more immediate world: students seem to know little about their own country and they lack reading skills. In short, then, we have to conclude from our survey that the state of African studies in our schools is none too healthy.

RECOMMENDATIONS

While our survey found that many children study about Africa, it also concluded that few seem to be learning much that has real meaning. Two reasons for this are that too many teachers have little if any preparation for teaching about other cultures and the texts that are in use are generally poor. It seems reasonable to assume, too, that these reasons are contributing to the continent's dwindling popularity as a subject of study. On the other hand, our educational leaders seem more preoccupied with teaching children basic skills than with the concerns of international education. For many the links between these concerns have all but been lost.

Yet Africa is becoming more and more important in U.S. politics and business. Our government has been taking an increasingly active role in

southern African problems. Our banks are enlarging their roles as private African government creditors. And businessmen are expanding their African markets while using more of the continent's resources in their manufacturing and industrial operations. Thus while our country's focus is moving from national to international, our schools are narrowing their focus, going opposite to this trend. It is essential that we reverse this direction of our educational systems. If we do not, fewer and fewer children will leave school competent to deal with the realities of the world in which they live. Cognizant of this growing dichotomy highlighted by our survey, we make the following three recommendations:

1. THAT LEADERSHIP IN THE U.S., IN ALL FIELDS, CALLS ATTENTION TO THE EXIGENT NEED FOR INTERNATIONALIZING CURRICULA AND THAT IT DEMONSTRATES ITS INTEREST BY COMMITTING NEW FUNDS FOR THE DEVELOPMENT OF A GLOBAL PERSPECTIVE TO CURRICULA.

When area studies programs began to proliferate in our universities and schools, the field had behind it the support of the country's economic, political and educational leaders. They perceived that our country needed people who knew about other areas of the globe, particularly areas in the Third World. Federal, state and foundation monies were, in addition, committed to establishing these programs.

These perceptions and commitments have obviously changed: as a country, we are more inward-looking than we were 10 or 20 years ago. This is not realistic. The world is more interdependent now than it was when such programs began. We need leaders who recognize this and who also recognize that our children should be prepared to live in such a world.

From this recognition a commitment must flow. On one level this means that our President, the Secretary of the proposed Department of Education, chief state education officers, legislators, business and other influential leaders should express their interest in international education publicly. If our leaders voice their interest in this area, others will pay it more heed.

Moreover, leaders need to indicate that what appear to be major education concerns—reading skills, citizenship, career education—are not in conflict with international interests. Quite the contrary is true. Children can be taught to read using literature from other countries or other materials with a global dimension. Citizenship need not be confined to teaching children their roles as citizens of the U.S.; rather it should include instruction in human relations, that is, their and their country's relationships with people and governments in other areas of the world. And career education should certainly allow children to find out about work in other countries and how the U.S. economy is affected by events beyond its borders.

On another level, this commitment should translate into financial support for international education. Area studies and foreign language centers have developed important and effective programs, according to a recently

completed GAO study.* They need to be continued and expanded. The services of their outreach programs, especially, could be widened to allow more educators to take advantage of their resources.

In addition, our leaders should indicate that new programs need to reflect the world's realities in order to be funded. Citizenship projects again provide an example. Projects which take into account a redefinition of the term along the lines suggested above should be encouraged. Otherwise the guidelines, materials or examinations developed by such projects will be obsolete before they are begun.

At present, international education in the schools is quite dependent on personalities: that is, whether state or local programs have a global dimension depends on whether those responsible for it think international concerns are important. But international education is not a frill or a fad; it is a necessity. Our children should not grow up ignorant of the world beyond our borders. Therefore, educators working in this field should make certain that the results of their efforts become imbedded in their educational systems. Curricula guidelines should be redrawn to reflect various subjects' global dimensions. International resource centers should be integrated with other educational services so that their importance is seen in perspective. And professional organizations should explore ways of bringing to their members' attention the international aspects and implications of their concerns.

A renewed interest in African studies could naturally fit into this renewed emphasis on international education. In fact, the study of the continent might benefit from being pursued within a global context. Rather than studying Africa in isolation, children will learn about the continent within a framework that stresses the people's historical, economic and social relationships with each other and with people of other geographical areas. As a result, what they learn will provide opportunities for them to develop insights into African realities and into themselves.

2. THAT OPPORTUNITIES BE PROVIDED FOR TEACHERS IN ALL FIELDS AND DISCIPLINES, DURING THEIR UNIVERSITY PREPARATION AND AFTERWARDS, TO STUDY THE GLOBAL DIMENSIONS OF THEIR SUBJECTS AND THAT EDUCATIONAL AUTHORITIES, THROUGH LICENSING AND PROMOTION REQUIREMENTS, ENCOURAGE TEACHERS TO INTERNATIONALIZE THE SUBJECTS THEY TEACH.

Since our findings indicated a correlation between experience with the Third World and enthusiasm for including such areas in the curricula, our second recommendation is that educators at all levels and in all subjects be provided with opportunities to learn about these areas. Sessions at professional meetings, in-service and other courses, conferences, and educa-

*GAO evaluated the programs of selected foreign language and area studies centers in 1977-78. The final report of this evaluation has not yet been released.

tional travel that have a global dimension should be encouraged. Government, foundations, and businesses can demonstrate their interest in international education by financially supporting such programs. Such educational activities, however, cannot be pursued as ends in themselves. Educators who participate in them will need follow-up aid from curriculum developers, area studies scholars, and people versed in teaching resources. This element is necessary since many problems and questions do not arise until a person tries to translate an experience into a classroom exercise. Moreover, ways of keeping participants in touch with one another so they can share their translation efforts need to be found. Existing resource centers, for example, should be funded to expand their international components so that more educators have access to such materials.

In line with this, the number of area studies centers with outreach programs should be increased to make their resources available to greater numbers of people. Coordination and communication mechanisms also need to be designed and supported so that the various centers and the educators they serve can keep abreast with and share in developments in other areas.

Colleges and universities, moreover, should consider how they can weave a global perspective into their programs. While this is essential for adequately preparing students planning education careers, it is no less important for those going into business and service professions. Some of our universities are already revising their curricula to include a global dimension; more should take reality into account, modifying their curricula accordingly. Such changes might require new courses. Clearly, they will require a broader view of what our students need to know to function effectively in their future world.

State and local education authorities, in addition, should re-examine their licensing requirements. This area is a sensitive one. Nevertheless, it is also one which could have far-reaching effects at all levels of education. Were the study of international issues required for teaching certification not just in the social studies but in arts, sciences and humanities subjects as well, educators throughout a system would look beyond their own and their communities' particular interests and take into account the global dimensions of their subjects which our children should learn.

3. THAT EDUCATORS REFUSE TO BUY AND USE MATERIALS THAT INADEQUATELY TREAT AFRICA AND OTHER THIRD WORLD AREAS AND THAT THEY COLLABORATE WITH SCHOLARS, LEADERS AND PARENTS URGING PUBLISHERS TO REVISE ETHNOCENTRIC MATERIALS.

Our survey has confirmed the findings of earlier studies* regarding educational materials. That is, we, too, have concluded that the majority

*See also Asia in American Texts. N.Y.: Asia Society, 1976 and *The Image of the Middle East in Secondary School Texts*. N.Y.: Middle East Studies Association, 1975.

of commercially produced items on Africa and other Third World areas are simply not adequate for teaching knowledge of and respect for other people. Aware of this and armed with positive suggestions as to how to improve these materials, educators throughout the country must begin to urge publishers to rethink, revise, and update their offerings to schools. Some of this can be done by approaching publishers and their representatives directly; another way is for professional education journals to solicit reviews of materials from educators with experience in international education.

Textbook production is a large and costly business. As businessmen, publishers will begin to change their products when they cannot sell them. We must work with them so that changes are made in the educational materials which reflect our global concerns accurately and fairly.

Many people involved in our survey felt that because commercially produced materials were of such poor quality, more emphasis should be placed on allowing state and local education agencies to develop their own materials. Such projects would not, however, have the enormous material, financial, and marketing resources which commercial publishers have. This is one reason we feel working with this latter group is of prime importance. Nevertheless, because individual areas do have their own interests and needs, we also think support is needed for projects in which curricula and area studies experts, teachers and students develop their own materials. Such projects could be linked with the workshops, courses, and educational travel programs advocated above. Attached to such projects should also be a mechanism to coordinate, publicize and distribute new items developed.

Closely related to the question of educational materials is the issue of examinations. Children in the six states surveyed face a variety of examinations during their school years—classroom quizzes of what they have studied during a specified period, school district-wide exams, diagnostic and achievement tests, state-wide exams and competency and college entrance exams. While tests concerned with a particular course of study often include questions on Africa and other Third World areas, most of the others do not. Yet these tests are extremely important in determining children's progress through school, what kinds of diplomas they will earn, and whether or not they will get into college. It is, thus, also time we began to encourage and work with the architects of these tests to incorporate an international dimension into them. Were such examinations to include knowledge of global issues, these issues' importance would be boosted and they would quickly find their way into schools' curricula.

CONCLUSION

In our survey to ascertain the present state of teaching about Africa at the pre-college level, we met with hundreds of educators, representing a few thousand school districts, serving several hundred thousand children. We found that what we had suspected from our previous experiences and the work of others was true: Africa is less important in the curricula of U.S. schools today than it was eight years ago. But our survey also put us in touch with numerous educators who share our interest in international education and who are concerned with improving children's knowledge of the world. It also highlighted a variety of programs, courses, and methods which can be used for integrating the study of other cultures into curricula. Thus while the study is discouraging because of the current picture of African studies, it is encouraging in the future activities it suggests. Knowing what is now being done, and what present interests are, allows us to redefine our priorities and suggest a plan for action which will relate African studies to contemporary concerns. We feel certain that if our leaders demonstrate greater interest in international education issues, teacher education is expanded in this area, and more attention is paid to improving educational materials, African studies will find a more meaningful place in our schools' curricula.

APPENDIX I

NOTES ON THE SURVEY IN INDIVIDUAL STATES

California: There is no state-wide African studies program in California. The state education department has a "framework" for social studies, which lists generalizations to be taught and objectives for programs. The framework is broad enough, purposely, to allow district level education authorities to set their own curricula in response to local needs and interests.

The state does take a role in textbook selection for K-8. Materials for social studies in these grades are selected by a state commission which examines items for content accuracy and compliance with guidelines to eliminate bias. Acceptable materials are listed in the state "matrix." At the secondary level, individual schools and districts select their own materials, often using the "matrix" and its supporting documents in their evaluation procedures.

In the seven districts visited, Africa was included in the curricula in a variety of different ways. A few offered area studies courses. Some schools had, in addition to these, or in their place, World Cultures/World History classes. Others had classes in Ethnic or Afro-American/Black studies. Still others are developing Global Perspective or Multi-cultural programs. In these latter two, social studies is not the only focus. Rather, the educators involved are trying to weave their materials into all disciplines. On the whole, these two approaches also appear to be the two most promising in the state, i.e., they are the most widespread and gaining in popularity. In addition, they are drawing support from the Education Commissioner, who has been active in the Council of Chief State School Officers International Education activities.

Multi-cultural education programs are interesting from another perspective as well. Funds for them are tied into those for compensatory education. Unfortunately, what this means is that schools not eligible for the latter do not often have the former programs. In addition, multi-cultural perspectives are to be integrated with existing curricula and there are no sanctions for not integrating them.

In two districts surveyed, Africa has been included uniquely in some elementary schools' curricula. In one in southern California, two or three schools are offering an experimental anthropology course in seventh grade. The Ganda are studied here. In the other, in San Francisco, some fourth graders are studying about Nigeria; a course on this country is one of the options open to teachers at this level.

Two other districts we surveyed in California are also trying to broaden the international dimension of their programs. In Oakland, if the recently drawn up social studies guidelines for this area are accepted, all tenth grade students will take World Cultures/World History. San Francisco's social studies consultants for elementary and high school are working to have a global perspective incorporated into their district's offerings.

At present California has no "citizenship" requirements. At the end of sophomore year in high school, students are eligible to take a "basics" proficiency examination; it concentrates on language and math skills. If students pass, they need not return to school. However, many students these days want to get into college and so continue in high school, taking American studies for college entrance. Some of these also might enroll in World Cultures/World History classes.

Since our survey was completed in this state, the controversial "Proposition 13" has been passed. It is difficult to predict exactly what effect this will have on international education efforts. Their position is, however, likely quite precarious

since African studies and other international topics appear not to be an integral part of any district's offerings.

Michigan: Michigan has no state-wide African studies program. However, it does have social studies guidelines similar to California's but has no state-approved listing of materials. In Michigan African components can also be found in a variety of courses: area studies, World Culture/World History classes, Multi-cultural and Ethnic Studies programs. But the majority of educators interviewed opined that African studies are receiving less emphasis now than they did five years ago.

Michigan's state educational authorities have, however, taken the lead in the field of global education. A state committee has already worked out proposed guidelines in this area and state funds have been allocated to four centers throughout the state for the development of global perspective materials. These materials are intended to be multidisciplinary, but they are not expected to precipitate drastic changes in K-12 curricula. Instead it is hoped that teachers will use them to add an international dimension to the subjects they are already teaching.

In Michigan we visited three large school districts, one of the global education materials development centers, and also talked with state education officials and university faculty, some of whom have been involved with African studies since their inception in the state's schools. Educators here seem keenly aware of how interdependent their state is with areas outside the U.S. Michigan is the number one exporting state and this fact provides the impetus and rationale for its international education efforts. In addition, offices of the state education department are located near the African Studies Outreach Center at Michigan State University and the Outreach Director there has been especially active working with state personnel integrating Africa into the curricula.

While Africa is currently taught in a number of the schools surveyed, the emphasis in Michigan is shifting from area studies toward global education. While there seems to be enthusiasm for adding a global dimension to the curricula, it was here that we became most aware of how dependent international education is on personalities. At present, the state's educational leadership is committed to this interest. But what would happen if it were replaced by another with different priorities? Michigan's global education centers are developing materials for integration with already existing curricula. Adoption of their efforts will also be optional. These efforts might well get lost if new leaders did not stress their importance.

The state's social studies director suggested one way his office is considering to insure that their international education efforts are not lost—a critical review of textbooks used in Michigan evaluating these materials for their global outlook. About five years ago, the state social studies department did a random sample review of world history social studies texts for sexism, racism, and other factors. The evaluation was repeated again last year. The results of both showed texts to be both sexist and racist and observed that there was little improvement in the materials over the five-year period. The findings of the studies were published in the state's newspapers and were much discussed by the press and the public. Districts using materials rated as "poor" found themselves under pressure to change. Publishers, also, seem to be interested in improving their offerings since they are likely to lose sales otherwise. The director hopes that a similar study focusing on global issues might have similar results.

New Jersey: New Jersey has recently enacted new state legislation regarding what is called "thorough and efficient education." To define these concepts, the state education department has set goals regarding what children should learn in school. The state's board has included global education in one of its priorities and has passed a resolution calling for multi-ethnic studies. At present, state and local education personnel are developing ways these goals can best be achieved.

But this process is not always smooth. "Thorough and efficient education" and related legislation have increased the state's control over local education authorities. Only as the various educational interest groups involved adjust, and adjust to, these changed relationships will it become clear how the goals will be translated into courses for students.

New Jersey has no set state-approved social studies curricula or text listing. African studies are offered in some schools but more often Africa appears as a component of other international education courses. The state's Commissioner of Education is also interested in global education. (At one time, he was head of the African Studies Program at Syracuse University.) But he has no state funds for promoting this interest. Nevertheless, he has appointed a staff member to examine the state's existing programs, to draw up priorities for expanding their global dimensions, and to search for possible funding sources to finance such expansion. New Jersey also has legislation requiring the study of "the history of the Negro in America" in its two-year high school U.S. history course and the Commissioner has planned a project which will evaluate the pre-college level educational materials on Africa available to U.S. schools.

We surveyed five school districts in New Jersey, talked with the staff of an independent global education center, teacher education specialists, and some state education personnel, including the Commissioner. African studies are taught in a few schools here but area studies are generally giving way to the need to implement the newer educational imperatives. The majority of district level educators we contacted indicated that their curricula is being restructured. Rather than being considered as a discrete topic for social studies, Africa is being integrated with global and multi-cultural courses and programs. Moreover, individual schools and districts appear to be interpreting the new educational directives differently. Some are concentrating on expanding current course offerings to include international dimensions, others are designing new courses specifically for multi-cultural and global studies. All must be submitted to state education authorities for approval, however, because of "thorough and efficient education" legislation.

New York: Africa is studied in New York by all ninth grade pupils. Its study is included in that grade's required syllabus which is part of a state-wide twelve year social studies program. While New York does not promulgate a list of approved textbooks, it does have a state social studies examination for students finishing high school which discourages much deviation from the syllabi. In addition, many schools offer electives at the upper grades of high school in such areas as Black studies, World Cultures, etc. However, enrollment for such courses has been dropping steadily in recent years across the state. New York is also among the few states which have adopted a citizenship examination, a test designed to ascertain students' knowledge of their roles as U.S. citizens.

Perhaps because the authors have long been New York educators, *Afro-Asian World* and *Exploring the Non-Western World* were used in seven out of the eight districts surveyed. In one system, where buying new sets of books was out of the question, the social studies chairperson noted that she had tried to get around these

texts by having her teachers use inexpensive paperbacks, periodicals, and public library audio-visual aids. Parents opposed the plan; they objected to their children not having textbooks. The plan was dropped.

As noted earlier, New York's citizenship examination is posing a threat to the teaching of Africa and Asia in the ninth grade. Three teachers at this level commented that they have been directed by their principals to take time from their regular course of study to prepare students for the test. In another case, a social studies coordinator reported that his superintendent had "verbally redefined priorities" for the ninth grade indicating that the exam should take precedence over the syllabus. A number of teachers support this shift*. More than a few said that they did not feel students should devote so much social studies time to studying "developing areas." Rather they think children should spend more time learning about the U.S. and their roles in their own country.

North Carolina: North Carolina could perhaps be described as the most centralized state, educationally, in our survey. The education department has developed a state-wide social studies curriculum and has issued a list of approved texts for these courses. Africa is taught in the seventh grade. In 1977-78, there were about 90—100,000 children across the state in seventh grade; about 3,000 teachers are responsible for one or more classes of Africa-Asia. In high school, students also have international education options similar to those offered their peers in other states already described. In addition, some districts in North Carolina which have largely black student populations have Black studies programs. The state is at present considering adopting a citizenship examination.

Four school districts were visited in North Carolina. In addition, we attended a meeting of social studies supervisors, met with state education department staff, and university faculty members involved with international studies and teacher education. What is striking here is how the Africa-Asia course seems to have been accepted as an essential part of the curricula. None of the educators with whom we met questioned the course's value. This attitude, perhaps, would change if a citizenship exam were placed at the end of sixth grade.

The biggest problem with the Africa-Asia course appears to be materials. New ones were being evaluated and selected this year. Most educators agreed that high on the selection criteria list, even for social studies, is concern for the items' readability. They are also aware that application of this criterion will probably eliminate the most accurate of the materials. Thus, even though the study of Africa seems to be "safe" as part of the curricula, the quality of the materials used by the children is questionable.

Besides being concerned with students' ability to read, educators in North Carolina are increasingly interested in vocational education. Winston-Salem already has a large center described as "the largest vocational center in the south."

Wisconsin: Wisconsin has drawn up a social studies syllabus but does not require schools to follow it. However, the schools we surveyed—elementary, middle, secondary, both public and private—all took the state syllabus into account when setting their curricula. The state has no "approved" listing of materials.

A recent state survey showed that 194 out of 436 districts offered area studies courses while 356 have World History courses. Nevertheless, it is difficult to ascertain how much attention Africa receives in these. One state official noted that World

*It is perhaps useful to note that none of these teachers has any Third World background.

History courses seem to be growing at the expense of area studies. This contention was supported in two high schools we visited where African studies had been replaced in the past two years by these survey courses.

A few educators also suggested that current World History offerings are less Europe-centered than they were in the past. But a look at the books being used in the high schools makes this assertion doubtful. Africa, for example, continues to be discussed mainly under headings like "Problems of the Twentieth Century"; earlier developments on the continent, except for ancient Egypt, are, for the most part, ignored.

One way the state education department is trying to enlarge its teachers' exposure to international education is by developing programs for summer educational travel. Other states in our survey also offer similar programs. However, less funding is available for such travel now than in times past. On the other hand, the University of Wisconsin's African Studies Outreach Center is focusing most of its effort on developing materials which place Africa in a global perspective since this seems to be a growing interest among the teachers this center serves.

ACKNOWLEDGEMENTS

It is impossible here to thank individually everyone with whom we talked during our survey. Thus, the list below is only a partial one, including those with whom we had the greatest contact. To all of them and to others not mentioned who generously shared their ideas, resources and time with us, we offer our warmest thanks.

CALIFORNIA
J. Craig, K. Jones, C. Khadjenoure, K. Lewis, A. Magid, E. Norwood, J. Rabun, J. St. John, R. Thomas, W. Webster.

MICHIGAN
C. Blackwell, J. Chapman, J. Cuyler, D. Diedrich, East Lansing social studies teachers, M. Edmund, A. Mason, J. McClafferty, R. Myers, K. Neff, M. Vanderwal, C. Van Wormer, M. Wiley, S. Wronski, J. Yavitz.

NEW JERSEY
P. Arbolino, F. Burke, H. Carey, T. Chuffo, L. DeCotiis, S. Dworkin, W. Goetz, Global Development Studies Institute, L. Kryzwkowski, P. Maffai, J. Moikobu, D. Pierfy, L. Russo, J. Schlimm, H. Stein.

NEW YORK
D. Bragaw, E. Bullard, T. Collins, J. Conzone, R. Corron, V. Flanagan, C. Forman, J. Grimes, C. Husten, L. Kenworthy, D. Klein, R. Rehner, S. Sobel, Social Studies teachers from Elmira, Horseheads West, Middleville, and Northport Junior High Schools, P. Sullivan.

NORTH CAROLINA
C. Collins, A. Copenhaver, L. Eddinger, J. Ellington, M. Eslinger, R. Fredrickson, G. Hartwig, J. Jones, F. Miller, R. Nelson, R. O'Neill, T. O'Toole, D. Rupard, Social Studies supervisors and chairpersons, J. Vuncannon.

WISCONSIN
B. Albert, A. Bennison, H. Bucher, M. Church and her teacher education workshop, E. Dresang, L. Harries, M. Harris, P. Kuntz, O. Kussow, J. Lindsay, B. Martin, R. Mosely, P. Ross, T. Sengova, A. Zekiros.